

Advanced Therapeutic Child and Social Care 2

Module title	Advanced Therapeutic Child and Social Care 2: <i>Applying the theories to practice.</i>
Module NFQ level (only if an NFQ level can be demonstrated)	9
Module number/reference	TBC
Module Co-ordinator	Damien McLellan
Parent programme(s)	M. A. (Leadership in Therapeutic Child and Social Care)
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	Year long
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Flat classroom, group-work
Entry requirements (statement of knowledge, skill and competence)	In addition to the Programme Learning requirements, the course design relies on a commitment to continuing attendance by all. Learners must have passed all stage 1 modules before being admitted to stage 2 modules.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. The module is a mandatory part of a programme with a core aim of creating a 'holding environment' in which learners can develop their understanding of therapeutic practice. Staff are encouraged to give support and feedback to each other, and the staff team is committed to developing a 'learning community' on the course.
Maximum number of learners per centre (or instance of the module)	16
Duration of the module	1 Year
Average (over the duration of the module) of the contact hours per week (see * below)	1.5 hours
Module-specific physical resources and support required per centre (or instance of the module)	Seminar Room Lecture Hall Small Group-work Room
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
41	1:9						55		54	150
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100				100%		

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The focus of this module is on giving the learners the skills and the techniques necessary to put the theory learned in Year One into practice. This module will be more applied in nature than the module in Year One.
Module Aims and Objectives	<p>The principal aim of this module is to give the learners the key theories and principles that inform and enable excellence in therapeutic social care practice.</p> <p>The teaching, therefore, takes place in a group setting that allows learners to question concepts and seek clarifications at their own pace of learning.</p> <p>A key objective is to build on stage 1 of the programme with the emphasis now changing to applying the key theories to practice.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a capacity to stay present and not react in a challenging situation. (MIPLO 1, 3) 2. Reflect, both in written and verbal form, on what is happening in a given situation showing awareness of how they are affected by it. (MIPLO 2, 4) 3. Establish rational communication towards making a therapeutic alliance with others. (MIPLO 1, 3, 4)

	<p>4. Propose therapeutic interventions that may lead to a healing outcome and bring a given situation to a satisfactory closure (MIPLO 4, 8)</p> <p>5. Write up reflectively on the incident and evaluate any possible learning outcomes (MIPLO 8, 9)</p>
<p>Information Provided to Learners about the Module</p>	<p>This module builds on the work of Year 1 and provides opportunities to learn how to apply the theories to practice of a wide range of approaches to psychotherapeutic work in Social Care settings. The module will give particular attention to Attachment Theory, and also emphasises the psychodynamic theories that underpin therapeutic work.</p>
<p>Module Content, Organisation and Structure</p>	<ul style="list-style-type: none"> • Understanding and presenting a personal genogram • Foundation counselling and listening skills that will involve two and three way exercises: this module will place special emphasis on the psychodynamic approach to child therapy including the work of Winnicott, Dockar-Drysdale and Melanie Klein. • Experiential learning through role play exercises: exploring transference and counter-transference, and the integration of therapy into the management of daily life. • Outside speakers will conduct workshops on communication therapeutically with a broad range of service users. • Therapeutic communication through play and art: the application of the therapeutic community approach in other settings, e.g. foster care; symbolic communication and play therapy, group work, focused approaches and family work. Another key theme will be communicating with emotionally troubled children, including children with learning disability and/or other disability or illness. • Symbolic communication—the therapeutic use of objects: planning individual work, the process of therapy, symbolism and interpretation, planning and handling transitions and changes will be addressed. • Among other key themes to be examined will be early trauma; insecure attachment; separation loss and grief; the impact of physical and sexual abuse and problems of identity and identifications. Approaches to therapeutic work with children will include the provision of primary experience, and questions of method and setting in the therapeutic management of daily life and in milieu therapy.
<p>Module Teaching and Learning Strategy</p>	<p>Seminar format, small groups and three-ways learning. Use of art materials and visual media to process learning and deliver presentations. Guest speakers to offer professional perspectives on various client groups. Learners are expected to read indicated seminal papers and texts.</p>
<p>Timetabling, Learner Effort and Credit</p>	<p>Learners attend college for one day per week from October to May. The philosophy of the programme is based on what is called ‘the matching principle’ (Ward 1995). The aim is, in as far as possible to match the learning experience with key aspects of practice in the professional settings in which our learners work. The main way of matching the training with the practice has been to run the course as a community, made up of learners and staff who have shared aims and outcomes. The day’s work begins on a Monday morning with an Opening community meeting, and concludes that evening with a Closing community meeting. These meetings are usually led</p>

	by the learners. This module is held within that learning environment and is allocated 1.5 hrs per week.
Work-Based Learning and Practice-Placement	As stated above, learners, all of whom are working in the field, are encouraged to bring live issues from their workplace as an opportunity to match theory to practice. There will also be opportunities to use case study presentations and child observations; and personal experiential exercises that relate the material covered to the learners' own childhood experiences.
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>The core programme team work closely with the learners on a weekly basis to form a strong inclusive and participatory learning community. The core team receive external supervision 4-6 times per year and this is seen as an essential element in ensuring that the learning community remains a safe space in which learners work towards developing a deeper understanding of their professional selves.</p> <p>Guest lectures from the professional field of Social Care play an important role in this module as they make possible a wider range of workplace contexts in which to explore the interplay between key theoretical approaches and professional practice.</p>
Module Summative Assessment Strategy	<p>The ethos throughout the programme is that of participative and reflective learning. There is an emphasis on the connections between personal, professional and academic learning, and also on themes of empowerment and anti-oppressive practice. The course is underpinned with a psychodynamic framework. All of the assessed work draws on learners' practice experience and requires the integration of theory into practice.</p> <p>Assessment of this module is based on a case study essay of 3,000 – 4,000 words and is linked to the module Leadership and Management Issues in Therapeutic Child and Social Care. Learners will be particularly assessed on how well or otherwise they have integrated the course content with their practice experience.</p> <p>The essay carries 100% of the module mark.</p>
Sample Assessment Materials	<p>Sample Essay:</p> <p>You have been asked by colleagues at your place of work to assemble a library of essential literature and material that would inspire and inform their therapeutic practice. As well as making a list of the materials to be obtained, explain why each item is essential.</p>
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Abram, J. (1996) <i>The Language of Winnicott: A Dictionary of Winnicott's use of Words</i>. London: Karnac Books.</p> <p>Bion, W.R. (1961) <i>Experiences in Groups</i>. London: Routledge.</p> <p>Dryden, W. and Branch, R. (Eds.) (2012) <i>The CBT Handbook</i>. London: Sage.</p> <p>Holmes, J. (1993) <i>John Bowlby and Attachment Theory</i>. London: Routledge.</p>

Parkes, C, Stevenson-Hinde, J. and Marris, P. (2006) *Attachment Across the Life Cycle*. London: Routledge.

Ruch, G., Turney, D and Ward, A. (Eds.) (2010) *Relationship-Based Social Work*. London: Jessica Kingsley Publishers.

Schore, A. (2012) *The Science of the Art of Psychotherapy*. New York: Norton.

Winnicott, D.W. (1989) *The Family and Individual Development*. London: Routledge.

Other Reading:

Alvarez, A. (1992) *Live Company*. London: Routledge.

Barn, R. (1999) *Working with Black Children and Adolescents in Need*. London: BAAF.

Boston, M. and Szure, R. (Eds.) (1983) *Psychotherapy with Severely Deprived Children*. London: Routledge.

Byng Hall, J. (1995) *Rewriting Family Scripts*. London: Guildford Press.

Clough, R. (1982) *Residential Work*. London: BASW/Macmillan.

Copley, B. and Forryan, B. (1997) *Therapeutic Work with Children and Young People*. London: Cassell.

Dockar-Drysdale, B. (1993) *Therapy and Consultation in Child Care*. London: Free Association Books.

Gilligan, R. (2001) *Promoting Resilience - A Resource Guide for Working with Children in the Care System*. London: BAAF.

Goldberg, S., Muir, R. and Kerr, J. (1995) *Attachment Theory: Social, Developmental and Clinical Perspectives*. New Jersey: Analytical Press.

Lanyado, M. and Horne, A. (2001) *The Handbook of Child and Adolescent Psychotherapy*. London: Routledge.

Lanyado, M. (2008) Dwelling in the Present Moment: An Exploration of the Resonances between Transitional Experiences and Meditative States. *Psychoanalytic Perspectives* 5 (2):69-85.

McMahon, L. (1992) *The Handbook of Play Therapy*. London: Routledge.

McMahon, L. and Ward, A. (2001) *Helping Families in Family Centres: Working at Therapeutic Practice*. London: Jessica Kingsley.

Oaklander, V. (1978) *Windows to Our Children*. Utah: Real People Press.

Redgrave, K. (1987) *Child's Play – Direct Work with the Deprived Child*. Cheadle: Boys and Girls Welfare Society.

Rustin, M. (1999) *Inside Lives: Psychoanalysis and the Growth of the Personality*. London: Duckworth.

Schore, A.N. (2003) *Affect Dysregulation and Disorders of the Self*. New York: W.W.Norton and Co.

	<p>Schore, A. (2012) <i>The Science of the Art of Psychotherapy</i>. New York and London: W.W Norton.</p> <p>Winnicott, D.W. (1971) <i>Playing and Reality</i>. Hamondsworth: Penguin.</p> <p>Essential Viewing: https://www.nspcc.org.uk/services-and-resources/research-and-resources/2017/right-to-recover-sexual-abuse-west-scotland/ The The Darker Side Of Life - Dr. Allan N. Schore https://vimeo.com/126218238</p>
<p>Module Physical Resource Requirements</p>	<p>The 'matching principle' aims to match the mode of training to the mode of practice. Careful attention is given to forming and maintaining a learning community. This is best achieved when the number of learners is between 8 and 16.</p> <p>Each assigned a personal Tutor at the beginning of the course. Each learner is expected to sign up for regular tutorials on the course notice board.</p> <p>The module takes place in a bespoke group room of adequate size, with seating that is sufficiently flexible to promote discussion and interaction.</p>